

# Summer

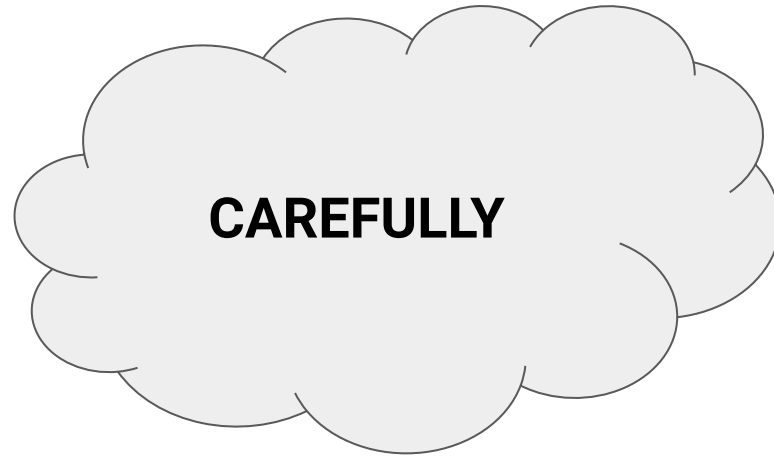
## Week 9 Lesson 1

Can I identify the features of a poem?

# Fast Five

What synonyms can you think of for the word

(Possible answers on next slide)





Challenge yourself to  
find 6 words

Let's have a look at the poem we are studying this week

Read through the poem on the few slides then click the link below to watch it being read to you.

<https://www.bbc.co.uk/bitesize/clips/z9h2tfr>



# The Sound Collector by Roger McGough

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock

The popping of the toaster  
The crunching of the flakes  
When you spread the marmalade  
The scraping noise it makes

The hissing of the frying pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill

The drumming of the raindrops  
On the windowpane  
When you do the washing-up  
The gurgle of the drain

The crying of the baby  
The squeaking of the chair  
The swishing of the curtain  
The creaking of the stair

A stranger called this morning

He didn't leave his name

Left us only silence

Life will never be the same



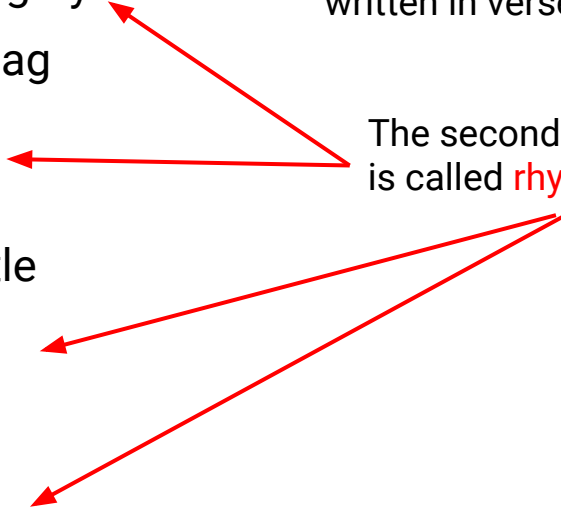
# Let's look at part of the poem and find a few features

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The poem is written in **stanza**: This means it is written in verses, in this case each verse has 4 lines

The second and the fourth lines rhyme - this is called **rhyming couplets**

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock



# Some important things to remember when performing a poem....

**Rhythm:** It is important to create a consistent rhythm



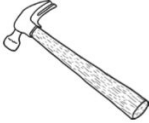




**Make eye contact:** Make sure you are looking at your audience, this shows confidence.

**Project your voice:** Just like when I teach, ensure you speak clearly and loud enough to captivate your audience.

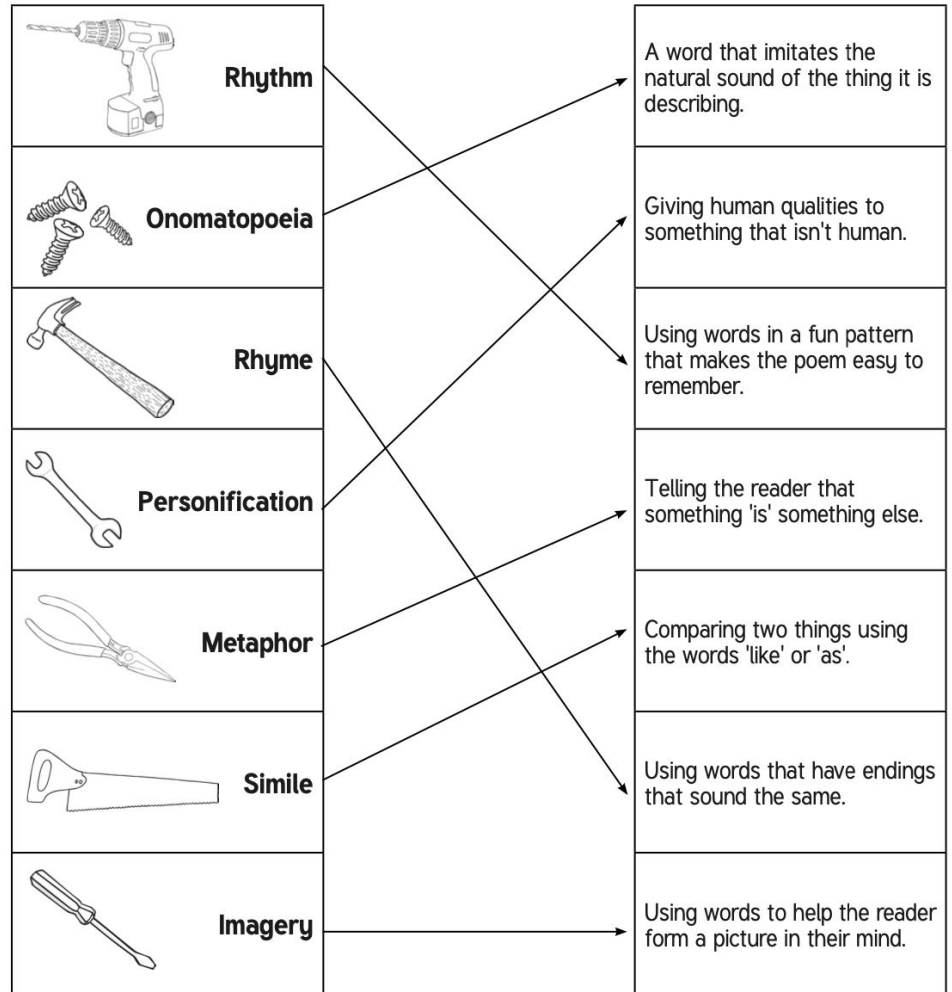
**Actions:** Use actions with your hands or facial expressions, these will also keep your audience interested.

**These are features also found in poems ... Can you match them?**

**Answers on the next slide**

	<b>Rhythm</b>	A word that imitates the natural sound of the thing it is describing.
	<b>Onomatopoeia</b>	Giving human qualities to something that isn't human.
	<b>Rhyme</b>	Using words in a fun pattern that makes the poem easy to remember.
	<b>Personification</b>	Telling the reader that something 'is' something else.
	<b>Metaphor</b>	Comparing two things using the words 'like' or 'as'.
	<b>Simile</b>	Using words that have endings that sound the same.
	<b>Imagery</b>	Using words to help the reader form a picture in their mind.

**You might want to write these down as you will need to remember them when planning your own.**



# What next....

Read the poem again and follow the online link to hear the author read it too.

During the week you will be planning your own poem and then performing it to an audience at home, so it is good to see how others are written and performed.

<https://www.bbc.co.uk/bitesize/clips/z9h2tfr>